DOCUMENT RESUME

ED 353 456 CE 062 918

AUTHOR Norris, Joye A.; Kennington, Paddy
TITLE Developing Literacy Programs for Homeless Adults. Professional Practices in Adult Education and Human Resource Development.
REPORT NO ISBN-0-89464-794-6
PUB DATE 92
NOTE 115p.
AVAILABLE FROM Krieger Publishing Company, Krieger Drive, Malabar, FL 32950 (paperback, ISBN-0-89464-794-6: $10.50; cloth, ISBN 0-89464-679-6: $14.50).
PUB TYPE Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Adult Basic Education; *Adult Literacy; Adult Programs; Adults; Andragogy; Basic Skills; *Economically Disadvantaged; Functional Literacy; *Homeless People; Literacy; *Literacy Education; Poverty; *Program Design; Program Effectiveness; Reading Instruction

ABSTRACT

This book is intended to assist literacy program administrators, coordinators, instructors, and volunteers in the design and implementation of literacy programs for homeless adults. Chapter 1 discusses barriers to instruction when serving homeless adults, including shelter environment, impermanence of location and opportunity, and the effects of shelter rules. Chapter 2 looks at the meaning and role of literacy education for homeless adults, seeing literacy as an activity, not just a set of reading and writing skills. Chapter 3 describes homeless adult learners as persons deserving of respectful communication and safety and with life experiences worth sharing that can contribute to their education. The chapter indicates that learning will be gained most easily by those who are "learning available"--those who are ready to change some aspect of their lives--and if the material being learned has a demonstrated applicability. Chapter 4 discusses instructor selection and training, indicating that instructors should, among other things, be respectful, communicative persons who will gain knowledge of the community and meet accountability requirements. Chapter 5 notes that program design goals should be to encourage more learner-centered approaches, improve the caliber and range of instruction, document program outcomes, plan for multiple points of entering and staying in the learning process, involve shelter staff, and create community partnerships. Chapter 6 offers several program design models. Chapters 7 and 8 discuss program planning and evaluation and the issues and implications of adult literacy programs for the homeless. There are 89 references. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****